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ABSTRACT

This manual explains how to administer the following two instruments: (1) Comprehensive Counseling and Personnel Services Program Assessment: Postsecondary; and (2) Comprehensive Counseling and Personnel Services Program Assessment: Adult. These instruments are intended to assess the views of those learners who are participating in a current program (Postsecondary or Adult) and to determine how well the program is meeting the needs of the consumers it is serving. The items represent typical program services or suggest services that might be adopted or adapted. Directions for administration and suggestions for instrument interpretation are included. The two assessment instruments are appended. (See ERIC document CE 019 692 for a detailed description of a comprehensive career guidance model for postsecondary and adult programs; ED 160 850 describes the elementary and secondary career guidance model.) Other related documents contain the administration manuals for the following: the Life Career Development Needs Survey for elementary students (CE 019 697), secondary students (CE 019 698), and adults (CE 019 699); guidance program assessment instruments for elementary schools (CE 019 694) and secondary schools (CE 019 695); and three community survey instruments (CE 019 693). (BM)

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COMPREHENSIVE COUNSELING & PERSONNEL SERVICES

PROGRAM ASSESSMENT: POSTSECONDARY AND ADULT

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CE 019 696

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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GEORGIA CAREER GUIDANCE PROJECT
ELEMENTARY SCHOOL

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CONTENTS

Introduction. 1

Directions for Administration 2

Instrument Interpretation 3

Appendix A: Comprehensive Counseling & Personnel Services Program Assessment: Postsecondary

Appendix B: Comprehensive Counseling & Personnel Services Program Assessment: Adult

INTRODUCTION

Two instruments are included in this manual. One is designed for use in postsecondary institutions and settings. The other is designed for adult education and/or adult oriented agencies. Both instruments have the same basic components and will be discussed as if they were the same.

The instruments assess the views of those learners who are participating in the current program (Postsecondary or Adult). The main purpose is to determine how well the program is meeting the needs of the consumers it is serving. The items represent typical program services or suggest services that might be adopted or adapted.

DIRECTIONS FOR ADMINISTRATION

The directions are to be read by the individual respondents. After they have been read, the administrator should determine if there are any questions about the survey response instructions. In Part One, the directions ask the students to respond to each item in a three step procedure. The first step asks respondents if a particular program or service is available. Each individual is to respond YES or NO by filling in the appropriate Y or N circle. The second step asks those persons who responded YES to the first step whether the program or service is satisfactory or unsatisfactory. They are to fill in the circle S for SATISFACTORY or U for UNSATISFACTORY. The third step involves only those statements that were responded to with a NO in the first step. It asks whether particular services or programs are needed that are currently unavailable. Each person is supposed to respond by filling in the H circle or the L circle. The H circle represents HIGH NEED while the L circle represents LOW NEED.

In Part Two, there is a list entitled Personal Development Short Courses covering a variety of short courses which might be offered in addition to the regular curriculum. Persons are asked to indicate those short courses that are of particular interest to them by filling in the circles in front of the appropriate course topic.

INSTRUMENT INTERPRETATION

The results of this program assessment will have interpretive value to program planners. Following are some ways the data may be used:

A. Program Evaluation and Planning: The administrators and faculty of the program should pay special attention to the high frequency items responded to in the last two steps of Part One. Programs or services that are currently available can provide and index of satisfaction of the present level of program functions. A measure of the need to implement various new services or programs can be obtained from the group responses to Step 3. The responses under these steps could collectively give an internal program evaluation and allow for directional program development.

B. Program Change: The frequency of responses from all three steps can be helpful in implementing program change. Steps 2 and 3 in particular will give measures of satisfaction and indicate directions for program change.

C. Program Communication: The administrators and faculty can determine how well they are communicating their full range of program services by how students respond to the first step focusing on the availability of services. This would be helpful in identifying any misinformation and indicate areas where persons are not aware of available services.

D. Curriculum Planning: The administrators and faculty could pay attention to the Part Two responses also. The high frequency responses suggest short courses that are desirable for consumer interests. The low percentage responses could reflect topics that program participants are either not interested in or find irrelevant for their educational needs.

E. Population Research: Computer processed group data can be used for research on sex and age differences. In addition, a computer can compile normative data related to program services. This data could be useful for longitudinal and comparative research purposes. Also, rank-order data for the group could be gathered for the various steps.

F. Individual Planning: Information derived from these instruments can be utilized for individual educational planning. It can be used as a reference point for the program to more efficiently meet an individual student's program needs. Responses to Part Two can identify topics for the program to consider including in a short course curriculum. This type of curriculum can assist each program participant in their personal development.

APPENDIX A:

Comprehensive Counseling & Personnel Services
Program Assessment: Postsecondary

Revised 6/77 Location _____ Date _____

COMPREHENSIVE COUNSELING AND PERSONNEL SERVICES PROGRAM ASSESSMENT - POSTSECONDARY

Earl J. Moore and Timothy B. Duthler

This survey asks for your personal reactions to the Comprehensive Counseling and Personnel Services program. Your opinions are important in order to assess the program's effectiveness.

Print your Social Security number in the blocks. Fill in the appropriate circles completely.

⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

INSTRUCTIONS

Use black lead pencil only (#2 or softer). DO NOT use ink or ballpoint pens. Make heavy black marks that FILL CIRCLE completely. Make no marks except within the circles.

Fill in the circles to indicate your sex and age.

Sex: ○ Male ○ Female

Age: ○ Below 20 ○ 20 - 30 ○ 30 - 40 ○ 40 - 50 ○ 50 - 60 ○ 60 - 70 ○ Over 70

PART I: PROGRAM PROVISIONS

Directions: Complete Steps 1, 2, and 3 for each item.

Step 1. Read each statement. Is this program or service available?
Fill in the circle for YES (Y) or NO (N) to show your answer.

Step 2. For those statements with a YES answer, is this program or service satisfactory or unsatisfactory?
Fill in the circle for SATISFACTORY (S) or UNSATISFACTORY (U) to show your answer.

Step 3. For those statements with a NO answer, to what degree is this program or service needed?
Fill in the circle for HIGH NEED (H) or LOW NEED (L).

	STEP 1 Available?		STEP 2 If Yes		STEP 3 If No	
	YES	NO	SATISFACTORY	UNSATISFACTORY	HIGH NEED	LOW NEED
1. Staff available to talk with students about special topics or concerns	Ⓨ	Ⓝ	Ⓢ	Ⓤ	Ⓗ	Ⓛ
2. Up-to-date information on local community manpower needs	Ⓨ	Ⓝ	Ⓢ	Ⓤ	Ⓗ	Ⓛ
3. Opportunities for students to meet and interact with people whose lifestyles (career or personal) seem appealing	Ⓨ	Ⓝ	Ⓢ	Ⓤ	Ⓗ	Ⓛ
4. Opportunities to know faculty personally	Ⓨ	Ⓝ	Ⓢ	Ⓤ	Ⓗ	Ⓛ

ep 1. Available? YES or NO
ep 2. If Yes, SATISFACTORY or UNSATISFACTORY
ep 3. If No, HIGH NEED or LOW NEED

	STEP 1 Available?		STEP 2 If Yes		STEP 3 If No	
5. On-the-job work experiences for students that are related to their goals	Y	N	S	U	H	L
6. Orientation experiences on how to utilize the program, e.g., interpreting student services, explaining coursework requirements or institution regulations	Y	N	S	U	H	L
7. Opportunities for in-depth exploration of careers related to the student's interests and abilities, e.g., vocational evaluation, career counseling, career exploration groups	Y	N	S	U	H	L
8. Organization and support of volunteer programs, e.g., schools, hospitals	Y	N	S	U	H	L
9. Placement services that maintain placement files, schedule placement interviews, collect follow-up on former students	Y	N	S	U	H	L
10. Provisions for students to participate in the creation and enforcement of regulations concerning social and academic behaviors	Y	N	S	U	H	L
11. Students involved in deciding actual curriculum and coursework goals	Y	N	S	U	H	L
12. Relevant coursework for current events and daily living concerns	Y	N	S	U	H	L
13. Advisors available to help individuals with future career planning, e.g., coursework, academic progress, further training requirements	Y	N	S	U	H	L
14. Opportunities for students to help each other learn, e.g., peer counseling, tutoring requirements	Y	N	S	U	H	L
15. Opportunities for student rap sessions (open group discussions) about common concerns and issues	Y	N	S	U	H	L
16. Staff with diagnostic knowledge available for individual assessment of basic learning skills	Y	N	S	U	H	L
17. Advisors responsible for thorough acquaintance with each student's needs and personal development	Y	N	S	U	H	L
18. Provision of opportunities for independent study and individual instruction	Y	N	S	U	H	L
19. Availability of a career development center for students	Y	N	S	U	H	L
20. Selection and/or training of faculty to be more sensitive to students' needs and learning problems	Y	N	S	U	H	L
21. Student access to personal records, such as test scores, transcripts, etc	Y	N	S	U	H	L

	STEP 1 Available?		STEP 2 If Yes		STEP 3 If No	
2. Student opportunities for choosing electives and personally relevant coursework	Y	N	S	U	H	D
3. A concerted effort to help individual students who are deficient in particular areas, e.g., study skills, reading, writing, and speaking	Y	N	S	U	H	D
4. Information about the breadth of services offered by the counseling and personnel services program	Y	N	S	U	H	D
5. Vocational evaluation of an individual's interests, abilities, and skills	Y	N	S	U	H	D
6. Personnel that can conduct conferences with applicants who may seek staff assistance in the application and initial entry to our program	Y	N	S	U	H	D
7. Efficient registration procedures for students, e.g., processing registration, applications, facilitating class changes and withdrawals, recording of grades	Y	N	S	U	H	D
8. A cumulative record of grade reports, work experience, test data, awards, etc., that can enhance credential development for students	Y	N	S	U	H	D
29. Provision of counseling services for students in the areas of personal, social, vocational/educational concerns	Y	N	S	U	H	D
30. Availability of opportunities for students to participate in self-governing activities and student organizations	Y	N	S	U	H	D
31. Provision of periodic health appraisal and rapid clinical treatment of students' health concerns	Y	N	S	U	H	D
32. Provision of health education information, e.g., knowledge of current health referral resources for special medical needs	Y	N	S	U	H	D
33. Provision of information and/or sources of financial assistance for students	Y	N	S	U	H	D
4. Dissemination to students of general survey information concerning the needs of students	Y	N	S	U	H	D
5. Provision of employment-seeking skills, e.g., how to prepare career resumés, how to fill out job applications, improving interviewing skills	Y	N	S	U	H	D
6. Provision of assistance in finding part-time or summer job placement (or employment)	Y	N	S	U	H	D
7. Availability of instructors and staff who have had experience in work settings for instruction and advising	Y	N	S	U	H	D

Step 1. Available? YES or NO

Step 2. If Yes, SATISFACTORY or UNSATISFACTORY

Step 3. If No, HIGH NEED or LOW NEED

	STEP 1 Available?		STEP 2 If Yes		STEP 3 If No.	
38. Availability of a handbook or bulletin describing offerings, requirements, certificates, and pertinent information.....	Y	N	S	U	H	L
39. Provision of programs/activities that relate to the concerns of women, e.g., career opportunities for women, coping with changing lifestyles of women.....	Y	N	S	U	H	L
40. Provisions for students with special needs, e.g., minority groups and the handicapped.....	Y	N	S	U	H	L

PART II: PERSONAL DEVELOPMENT SHORT COURSES

Fill in the circle for each topic of special interest which you feel might be valuable to offer as part of a group of short courses.

- O parent education
- O speed reading
- O improving study habits
- O weight control
- O career exploration
- O assertiveness training
- O employability skills, e.g., writing resumés, job seeking, job interviewing
- O community awareness discussion groups
- O drug/alcohol abuse
- O financial services
- O consumer aids and budgeting
- O couples enrichment
- O recreational and leisure time activities
- O values clarification
- O improving speaking skills
- O improving writing skills
- O psychological education, e.g., transactional analysis, transcendental meditation, biofeedback
- O human relations skills
- O retirement planning
- O legal services

APPENDIX B:

Comprehensive Counseling & Personnel Services
Program Assessment: Adult

Revised 6/77 Location _____ Date _____

COMPREHENSIVE COUNSELING AND PERSONNEL SERVICES PROGRAM ASSESSMENT - ADULT

Earl J. Moore, Timothy B. Duthler, and Jeanne Lee

This survey asks for your personal reactions to the Adult/Continuing Education program and services. Your opinions are important in order to assess the program's effectiveness.

Print your Social Security number in the blocks. Fill in the appropriate circles completely.

⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

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PART I: PROGRAM PROVISIONS

Directions: Complete Steps 1, 2, and 3 for each item.

Step 1. Read each statement. Is this program or service available? Fill in the circle for YES (Y) or NO (N) to show your answer.

Step 2. For those statements with a YES answer, is this program or service satisfactory or unsatisfactory? Fill in the circle for SATISFACTORY (S) or UNSATISFACTORY (U) to show your answer.

Step 3. For those statements with a NO answer, to what degree is this program or service needed? Fill in the circle for HIGH NEED (H) or LOW NEED (L).

	STEP 1 Available?		STEP 2 If Yes		STEP 3 If No	
	YES	NO	SATISFACTORY	UNSATISFACTORY	HIGH NEED	LOW NEED
1. Occupational training programs	Ⓨ	Ⓝ	Ⓢ	Ⓤ	Ⓗ	Ⓛ
2. College credit course offerings	Ⓨ	Ⓝ	Ⓢ	Ⓤ	Ⓗ	Ⓛ
3. Courses that will improve job qualifications and level of performance	Ⓨ	Ⓝ	Ⓢ	Ⓤ	Ⓗ	Ⓛ
4. Up-to-date information on local community manpower need	Ⓨ	Ⓝ	Ⓢ	Ⓤ	Ⓗ	Ⓛ

Step 1. Available? YES or NO

Step 2. If Yes, SATISFACTORY or UNSATISFACTORY

Step 3. If No, HIGH NEED or LOW NEED

	STEP 1 Available?		STEP 2 If Yes		STEP 3 If No.	
5. Media such as audio cassettes, films, and handouts at public locations that give information on new careers and kinds of work available in various areas	(Y)	(N)	(S)	(U)	(H)	(L)
6. Support and organization of volunteer programs, e.g., schools, hospitals	(Y)	(N)	(S)	(U)	(H)	(L)
7. News coverage on how to use adult career information and counseling	(Y)	(N)	(S)	(U)	(H)	(L)
8. Counseling by telephone so adults can talk with a counselor and get information about special concerns	(Y)	(N)	(S)	(U)	(H)	(L)
9. Opportunities to know instructors personally	(Y)	(N)	(S)	(U)	(H)	(L)
10. On-the-job work observations and experiences that are related to an individual's career goals	(Y)	(N)	(S)	(U)	(H)	(L)
11. Orientation experiences on how to utilize the adult programs, e.g., interpreting program services and offerings, explaining coursework requirements	(Y)	(N)	(S)	(U)	(H)	(L)
12. Vocational evaluation of an individual's interests, abilities, and skills	(Y)	(N)	(S)	(U)	(H)	(L)
13. Opportunities to meet and interact with people whose career life styles seem appealing	(Y)	(N)	(S)	(U)	(H)	(L)
14. Placement services that maintain placement files and schedule placement interviews	(Y)	(N)	(S)	(U)	(H)	(L)
15. Relevant coursework for dealing with current events and daily living concerns	(Y)	(N)	(S)	(U)	(H)	(L)
16. Participants involved in determining coursework goals and priorities	(Y)	(N)	(S)	(U)	(H)	(L)
17. Advisors or counselors available to help individuals with future career planning, e.g., coursework, academic progress, further training requirements	(Y)	(N)	(S)	(U)	(H)	(L)
18. Opportunities for adult rap sessions (open group discussions) about common concerns and issues	(Y)	(N)	(S)	(U)	(H)	(L)
19. Opportunities for adult learners to help each other learn, e.g., sharing "know how" and engaging in tutoring	(Y)	(N)	(S)	(U)	(H)	(L)
20. Staff with diagnostic knowledge available for individual assessment of basic learning skills	(Y)	(N)	(S)	(U)	(H)	(L)
21. Advisors with responsibility to become thoroughly acquainted with each person's unique needs and personal development	(Y)	(N)	(S)	(U)	(H)	(L)

	STEP 1 Available?		STEP 2 If Yes		STEP 3 If No	
22. Career development centers available for adults wanting information about careers	(Y)	(N)	(S)	(U)	(H)	(L)
23. Staff available to discuss the career information with adults or to help them locate other information sources	(Y)	(N)	(S)	(U)	(H)	(L)
24. Faculty selected and/or trained to be sensitive to the needs and learning problems of adult learners	(Y)	(N)	(S)	(U)	(H)	(L)
25. Concerted effort to help individuals who are deficient in specific learning areas, e.g., study skills, reading, writing, and speaking	(Y)	(N)	(S)	(U)	(H)	(L)
26. Provision of information about financial assistance for further education	(Y)	(N)	(S)	(U)	(H)	(L)
27. Explanation of registration procedures	(Y)	(N)	(S)	(U)	(H)	(L)
28. Provision of counseling services for adults with personal or interpersonal concerns	(Y)	(N)	(S)	(U)	(H)	(L)
29. Maintenance of a cumulative record of credits, reports, work experience, test data, awards, etc. for use in credential development	(Y)	(N)	(S)	(U)	(H)	(L)
30. Provision of health information, e.g., knowledge about current health and safety practices, first aid measures, appropriate referral resources for special medical needs	(Y)	(N)	(S)	(U)	(H)	(L)
31. Availability of staff to advise and conduct conferences with individuals needing assistance in writing applications for financial aid and/or entry into programs of study	(Y)	(N)	(S)	(U)	(H)	(L)
32. Dissemination of general survey information concerning the needs of adults	(Y)	(N)	(S)	(U)	(H)	(L)
33. Provision of employment-seeking skills, e.g., how to prepare career resumés, how to fill out job applications, improved job interviewing skills	(Y)	(N)	(S)	(U)	(H)	(L)
34. Assistance in finding part-time or summer job placement or employment	(Y)	(N)	(S)	(U)	(H)	(L)
35. Provision of programs and/or activities relating to the concerns of women, e.g., career opportunities for women, coping with changing lifestyles of women	(Y)	(N)	(S)	(U)	(H)	(L)
36. Provisions for persons with special needs such as the handicapped and minority groups	(Y)	(N)	(S)	(U)	(H)	(L)

tep 1. Available? YES or NO

tep 2. If Yes, SATISFACTORY or UNSATISFACTORY

tep 3. If No, HIGH NEED or LOW NEED

	STEP 1 Available?		STEP 2 If Yes		STEP 3 If No	
37. Instructors and staff with experience in work settings available for instruction and advising.....	(Y)	(N)	(S)	(U)	(H)	(L)
38. Programs in outreach areas, e.g., business and industrial settings, community locations.....	(Y)	(N)	(S)	(U)	(H)	(L)
39. A handbook or bulletin describing offerings, requirements, certificates, and pertinent information.....	(Y)	(N)	(S)	(U)	(H)	(L)

PART II: PERSONAL DEVELOPMENT SHORT COURSES

Fill in the circle for each topic of special interest which you feel might be valuable to offer as part of a group of short courses.

- O parent education
- C speed reading
- C improving study habits
- O weight control
- O career exploration
- O assertiveness training
- O employability skills, e.g., writing resumés, job seeking, job interviewing
- O community awareness discussion groups
- O drug/alcohol abuse
- O financial services
- O consumer aids and budgeting
- O couples enrichment
- O recreational and leisure time activities
- O values clarification
- O improving speaking skills
- O improving writing skills
- O psychological education, e.g., transactional analysis, transcendental meditation, biofeedback
- O human relations skills
- O retirement planning
- O legal services